

DOCUMENT RESUME

ED 189 469

CE 026 200

TITLE Program of Studies. Home Economics, K-8.
INSTITUTION Montgomery County Public Schools, Rockville, Md.
SPONS AGENCY Dept. of Instructional Planning and Development.
Montgomery County Board of Education, Rockville, Md.
PUB DATE 79
NOTE 10p.: For related documents see CE 026 197-204.
EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS Behavioral Objectives; *Clothing Instruction; Course Descriptions; *Course Objectives; Curriculum; Curriculum Guides; *Educational Objectives; Elementary Education; *Family Life Education; Grade 6; Grade 7; Grade 8; *Home Economics; Interior Design; *Nutrition; Program Descriptions; Program Guides; Sewing Instruction
IDENTIFIERS Montgomery County Public Schools MD

ABSTRACT

This curricular framework for the subject area section, Home Economics for Grades K-8, is one of eight Montgomery County (Maryland) Public Schools (MCPS) Programs of Studies. The Goals of Education adopted by the MCPS Board of Education are provided. A Point of View subsection includes reasons for studying the subject, general outcomes sought, ways in which the area of study is pursued, and relationship to other subject areas. The General Information subsection discusses how the subject fulfills the MCPS Goals of Education, how it is organized for instruction, subject area tests required by county or state, federal and state involvement, and information about fulfillment of graduation requirements. Description of Program, the largest subsection, describes the program and supporting courses and identifies instructional objectives for each. For grades 6-8, it is divided into a list of Courses giving a brief view of subject offerings and Description of Courses giving course title, level, length, code, credit value, and prerequisites. A list of pertinent MCPS instructional guides is appended. (YLB)

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PROGRAM OF STUDIES

HOME ECONOMICS, K-8

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
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Department of Instructional Planning and Development
Montgomery County Public Schools
Rockville, Maryland
Spring 1979

ED189469

CE 026 200

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The Goals of Education

Adopted by the Board of Education — February 12, 1973

The goals of education for the Montgomery County Public Schools are set forth in this statement of public policy to guide the school system in developing, implementing, and improving educational programs for its students. This statement outlines those goals considered by the citizens of the county as most important for the education of their children in public schools and for which the citizens will hold the school system responsible and accountable.

The school system has the primary responsibility for some of these goals. For others, it shares that responsibility with the home and other community institutions.

The extent to which these goals can be realized will depend upon the endorsement by and continuing commitment of the school system staff, students, parents, and the community. With broad endorsement and wide support, the Montgomery County Public Schools will continue its development to serve its students and community in the most effective way possible.

Education is a process that encompasses the total experiences of each individual throughout a lifetime of formal and informal learning. The school program, as a keystone in this process, should provide opportunities and encouragement for students to acquire knowledge, to explore ideas, to ask questions, and to seek answers that will lead to sound and useful conclusions.

The probability of success motivates students to learn. Each school must create a program and maintain a climate in which every student has opportunities for success. Each individual is unique, and the school shall encourage that uniqueness. The school should help the student understand his [/her] values and the values of others.

The school program, while developing the skills of learning, should be based on the study of broad human concerns, flexible enough to deal with changing concerns and at the same time related to the needs, interests, and concerns of each student. The program should offer opportunities for decision-making. It should help the student develop the capacity to learn throughout his [/her] lifetime, to respond to and understand other human beings, and to accept full responsibility for the results of his [/her] actions.

Therefore, the Montgomery County Public Schools dedicates itself to provide the opportunity, encouragement, and guidance to make it possible for every child to attain the following goals of education:

ACADEMIC SKILLS

The fundamental responsibility of the school is to develop programs that enable each child to acquire those skills basic to all learning. The achievement of all other goals depends upon the success of the school in ensuring that each student, according to his [/her] own abilities, attain the following basic skills:

- **Reading:** The ability to read and comprehend written material and relate it to other knowledge
- **Composition:** The ability to write with precision, clarity, and acceptable usage, whether to inform, inspire, or persuade

- **Listening and Speaking:** The ability to listen attentively and with understanding and to speak with confidence and effectiveness, whether from written material or extemporaneously

- **Mathematics:** The ability to perform computations, to solve common problems of mathematics and logic, and to understand the structure of mathematics so it can be a useful tool in daily living

- **Study:** The development of basic study skills so that he [/she] may acquire knowledge efficiently

- **The Arts:** The development of some of the basic disciplines and skills in the performing and creative arts to be used throughout his [/her] life for communication, expression, and enjoyment

- **Observation:** The ability to identify and differentiate elements of the world around him [/her] as they are useful in personal, academic, and artistic pursuits

PHYSICAL DEVELOPMENT

Each person matures physically at a different rate and possesses differing capabilities. The school has the obligation to help each student:

- understand the biological functioning of his [/her] body
- make the best both of physical talents and limitations
- develop good health habits, skills, and interests to maintain his [/her] body in optimum condition throughout his [/her] lifetime

INTELLECTUAL DEVELOPMENT

In addition to acquiring academic skills, each individual should develop his [/her] intellectual capabilities to the fullest extent possible. Therefore, the school will encourage each pupil:

- to think creatively
- to reason logically
- to apply knowledge usefully
- to deal with abstract concepts
- to solve problems

THE INDIVIDUAL AND SOCIETY

Every person must learn to live in a society. The school must help each student develop an understanding of [people] and of how the individual depends upon others and they on him [/her]. This requires that each student gain:

- knowledge of himself [/herself] and the characteristics, needs, and desires he [/she] shares with others
- sensitivity to others and their ideas, and the ability to act responsibly in various situations
- the ability to function productively as a member of a group
- familiarity with the legal, moral, ethical, and cultural heritages of his [/her] and other societies
- knowledge of the various political systems and philosophies of the world

SCIENTIFIC UNDERSTANDING

[We] must exist in the natural world. The school must help each student understand nature's impact on [us] and [our] impact on nature. This requires that each student gain:

- knowledge of natural phenomena and their effect on [people]
- understanding of scientific advances and their part in modern technology
- understanding of the scientific method
- appreciation of the ways in which the application of scientific principles can improve the quality of life while preserving the natural order

AESTHETIC EXPRESSION

[We], to realize [our] full potential, must be able to sense and appreciate beauty in the world around [us], whether created by nature or by [people]. The school must help each student gain:

- knowledge of the nature of the creative performing arts
- experience with a wide variety of art forms
- a perspective for developing his [/her] own aesthetic criteria and tastes
- understanding of the contribution of the arts to human communication

CAREER DEVELOPMENT

Productive and satisfying work enriches [our lives]; and with increasing leisure time, many people will use various occupational skills for avocational purposes as well. The school must help each student gain:

- knowledge and appreciation of the wide variety and interrelationships of occupations in modern society
- opportunities to explore potential occupations in relation to personal aptitudes and interests, unrestricted by stereotypes of sex, race, or socio-economic level
- the knowledge, skills, and abilities that enable him [/her] to secure satisfying employment, embark upon further training and education in a chosen career field, and adapt occupational talents to changing job demands and opportunities

COMMITMENTS

The Board of Education and the staff of the Montgomery County Public Schools must create and maintain an educational environment that promotes the attainment of these goals by all students. Toward this end, therefore, the public schools make the following commitments to the citizens of Montgomery County:

- *To attract and retain the most qualified and best trained staff possible through dynamic programs of recruitment, supervision, and continuing in-service training and staff development opportunities*
- *To develop and implement a comprehensive and flexible instructional program to achieve the aforementioned goals and to provide the facilities, materials, and equipment needed to enhance the effectiveness of the program*

- *To evaluate the effectiveness of the instructional program continuously, and regularly report the findings to students, parents, staff, and the community*

- *To adopt new and different approaches when it is determined that they will contribute more effectively to the fulfillment of the goals*

- *To encourage a continuing dialogue with the entire community, making every effort to communicate needs and achievements, and to be responsive to the needs and aspirations of the school community*

- *To utilize facilities and staff, in cooperation with other agencies, in the development of preschool, community school, and adult education programs that will meet the continuing educational needs of all citizens*

- *To provide an accountability procedure for informing county citizens of the objectives and costs of their school system and of reporting periodically on the educational investments made with their tax dollars*

HOME ECONOMICS, GRADES K-8

POINT OF VIEW

Home Economics is, in the broadest sense, the study of the human and material forces affecting individuals, homes, and families and the use of knowledge regarding those forces for society's benefit. Home Economics combines knowledge drawn from its own research; from the physical, biological, and social sciences; and from the arts. This knowledge is then used to improve the lives of families and individuals. Courses in Home Economics are designed to

- Help individuals and families improve home environment and the quality of personal and family life

- Prepare youths for assuming reasonable responsibilities in the home

- Promote nutritional knowledge and food use and the understanding of the economic aspects of food use and purchase

- Extend consumer education knowledge and practices

- Develop student insight into social and cultural conditions as they relate to and influence needs of families

- Contribute to the employability of youths as they assume the many-faceted roles of adulthood

Provision is made in two ways for varying abilities and interests among students. Laboratory experience in home economics courses allows for individualization of instruction; and the various options in electives, independent study, and internships provide for diversity of student competencies and interests.

Home Economics is offered in middle, junior high, and senior high schools. Middle/junior high school units and senior high school semester and full-year electives include content in child development; personal and family living; nutrition and foods; textiles and clothing; and housing and interior design.

Consumerism, resource management including energy usage, and career education are integrated into all units and courses. Current vocational legislation designates consumer education; management of resources; nutrition education; and personal and family potential as topics deserving increased emphasis.

GENERAL INFORMATION

Home Economics is divided into two interrelated areas: *Consumer Homemaking*, taught in the middle/junior and senior high schools, and *Occupational Education*, taught in the senior high schools. Both areas are offered coeducationally. Both emphasize three components: Self-Development and Relationships, Technical Competencies, and Resource Management.

In *Consumer Homemaking*, Self-Development and Relationships focuses upon positive self-development and relationships with others in the home, in the community, and in the world beyond. Technical Competencies includes the basic skills for becoming responsible consumers and homemakers. Resource Management emphasizes the dual role of wage earner and homemaker.

Students enrolled in the middle/junior high school home economics program will have the opportunity to acquire and improve competency in:

- . developing a positive self-concept
- . self-direction
- . getting along with others
- . decision-making skills
- . becoming a responsible consumer
- . managing personal and environmental resources
- . developing and applying content area skills
- . applying basic mathematical and language arts skills
- . exploring home economics related careers

The middle/junior high school home economics program has been designed to accommodate the diversity which exists in student ability and interest, amount of time allocated in individual schools, and class size. At each grade level, content focus areas have been specified. Each home economics department will select that combination of focus areas most appropriate to the needs and ability levels of students, unit/course length, and class size with the following exception: the introductory unit/course (Grade 6 or 7) must include the focus area of *Nutrition and Food Use*. To minimize variance in content depth, it is expected that once a focus area has been selected for instruction, all required concepts as noted in the instructional guide (approval pending) in that area will be covered. Incorporation of the enrichment concepts will remain at the teacher's discretion.

The safety and security of students and equipment are of primary importance. Specific safety precautions for the home economics laboratories are spelled out in the *MCPS School Safety Handbook*.

The Home Economics program as taught in MCPS contributes primarily toward the Goal of Education* emphasizing the individual and society. Specifically, this requires that each student gain:

- . knowledge of self and the characteristics, needs, and desires shared with others
- . sensitivity to others and their ideas, and the ability to act responsibly in various situations
- . the ability to function productively as a member of a group
- . familiarity with the legal, moral, ethical, and cultural heritages of his [/her] and other societies

Secondly, it contributes to the Goal of Education concerned with career development as it emphasizes homemaking and related work as well as pre-professional home economics training. The school must help each student gain:

- . knowledge and appreciation of the wide variety and interrelationships of occupations in modern society
- . opportunities to explore potential occupations in relation to personal aptitudes and interests, unrestricted by stereotypes of sex, race, or socio-economic level
- . the knowledge, skills, and abilities that enable him [/her] to secure satisfying employment, embark upon further training and education in a chosen career field, and adapt occupational talents to changing job demands and opportunities

The remaining goals are also stressed: *academic skills* through mathematics (measurements, computations, use of metric system); *reading* (consumer information, interpreting directions) and *the arts* (crafts, clothing construction, home furnishings); *physical development* through nutrition education; *intellectual development* through the use of managerial and decision-making skills; and *scientific understanding* through the management and use of the home environment.

*The MCPS Goals of Education were adopted February 12, 1973 by the Board of Education of Montgomery County, Maryland.

DESCRIPTION OF PROGRAM, GRADES 6-8

List of Units/Courses

Home Economics — Grade 6

Home Economics — Grade 7

Home Economics — Grade 8

Home Economics — Grade 6

The sixth grade home economics program provides the opportunity for students to learn about their environment through exploration of the following areas:

Nutrition and Food Use

Personal and Family Living — Leisure Time

Instruction in the area of Nutrition and Food Use is required at this level. Topics included are Why and What We Eat, Consumer Know-How, and Preparing Food. However, each home economics department will select the Leisure Time topics from those listed in the instructional guide that are most appropriate to student needs and abilities, time allocation, and class size. When planning learning activities for this age group, consideration should be given to the students' attention span, and "hands-on" experiences should be emphasized.

Student enrolled in the sixth grade home economics program will have the opportunity to acquire and improve competency in:

- applying nutrition and food-use concepts
- developing consumer skills
- identifying home economics-related leisure time activities such as crafts, hobbies, and community resources

Home Economics — Grade 7

4510

1 semester

The Grade 7 home economics program continues to provide the opportunity for students to learn about their environment through exploration of the following areas:

Nutrition and Food Use

Clothing and Textiles

Personal and Family Living — Who We Are and How We Grow

Personal and Family Living — Leisure Time

Instruction in the area of Nutrition and Food Use is required in home economics at the Grade 7 level if not presented in the 6th grade. When Nutrition and Food Use has been presented previously, Grade 7 provides the opportunity to reinforce and expand basic concepts. In addition to the 6th grade topics Why and What We Eat, Consumer Know-How, and Preparing Food, the following topics are included: Serving Food, Foods as a Future, and Food Artistry. The unit on nutrition and food use emphasizes students' nutritional needs. Students plan and prepare grocery lists for and manage the preparation of breakfasts/brunches and nutritious snacks. Students discuss the use of convenience foods. They become acquainted with kitchen equipment and learn to follow recipes, using accurate measuring and mixing techniques. Basic procedures in table setting and meal service are presented. Emphasis is placed upon the importance of planning and organizing work to enable a person to perform in a dual capacity — assuming responsibility for activities both within and outside the home.

The time allotted to the focus areas of Clothing and Textiles, Who We Are and How We Grow, and Leisure Time will vary according to student needs and abilities and class size. In the unit on clothing and textiles, the students receive instruction in Consumer Know-How, The Image You Portray, Sewing Basics, and Clothing as a Future. In this unit, students choose and make projects requiring the use of the sewing machine. They may select from a variety of projects including the construction of skirts, slacks, vests, ponchos, stuffed toys, or accessories. The list changes as fashion changes. Students study the types, characteristics, and care of fabrics being used in the class. Construction techniques employed are pattern use; staystitching; understitching; construction of darts, seams, and openings; hemming; and pressing.

The unit Who We Are and How We Grow focuses on the topics Sitter Basics and Protecting Children. Students examine the characteristics and responsibilities of a sitter and the responsibilities of the employer. Safety factors are emphasized.

Crafts and Outdoor Activities are the topics included in the unit Leisure Time.

In all four units, there is stress on decision making in the selection and care of appropriate materials and equipment; cost comparison as related to individual values and needs; simple management techniques; and interpersonal relationships. Students begin preparation for a career by developing habits and attitudes needed for employability. Entry skills in food services, simple sewing construction and fashion, and child care services are identified as bases for future careers.

Students enrolled in Grade 7 home economics programs will have the opportunity to acquire and improve competency in:

- applying nutrition and food use concepts
- planning, preparing, and serving nutritious meals
- using consumer skills which include energy conservation practices in all focus areas
- selecting, using, and maintaining sewing equipment in constructing a project
- applying various techniques in the planning and completing of craft projects
- relating home economics skills to outdoor activities

Home Economics — Grade 8

4520

1 semester

The 8th grade home economics program offers the opportunity for students to broaden understandings and develop skills in the following areas:

Nutrition and Food Use
Clothing and Textiles
Personal and Family Living — Leisure Time
Housing and Interior Design

The time allotted to each focus area will vary according to students' needs and abilities and to class size.

The foods unit stresses nutritional needs of individuals and the family. Work simplification, wise use of equipment, and group organization are emphasized. Table setting, mealtime etiquette, and the planning and preparation of school and family luncheons and suppers are important aspects of the unit.

In Clothing and Textiles, sewing processes previously learned are reinforced and new processes are added through laboratory projects. Students use a commercial pattern to make a sewing machine project, using the necessary fitting alterations and construction details. Selecting pattern and fabric afford the student an opportunity to be an informed consumer. The unit also includes learnings on energy conservation, personal grooming, and study of labels, and on care and storage of clothing.

The unit on Housing and Interior Design concerns Where You live, Living with Design, How You Live, Consumer Know-How, and Your Future in Housing and Interior Design. Students will study selection of housing, design principles, color, home safety, energy conservation in the home, furniture and accessories, comparison shopping, and careers in this area.

Leisure Time crafts and experiences relate to personal and home accessorizing and outdoor activities. In addition to the personal pleasure derived, consumer education, energy conservation, and careers are considered.

Students enrolled in 8th grade home economics programs will have the opportunity to acquire and improve competencies in:

- . applying nutrition and food-use concepts commensurate with student background
- . planning, preparing, and serving nutritious meals with increased self-direction
- . using consumer skills which include resource management practices in all focus areas
- . selecting, using, and maintaining sewing equipment in the construction of a project commensurate with student ability
- . applying more advanced techniques in the planning and completion of a craft project
- . relating additional home economics skills to outdoor activities
- . applying color and design principles to living space
- . applying energy conservation and safety practices to living space
- . expressing self through one's living space